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ABSTRACT

The purposes of this study were to survey the regional community served by Pensacola Junior College, to determine the number and location of adults over 25 years of age who have not completed the eighth grade, to determine how much education is already being provided for these adults, and to make recommendations concerning the educational needs discovered. Of the 57,955 adults over age 25 with less than an eighth grade education, only 1,323 (2.2 percent) were enrolled in adult basic education courses. The following recommendations are made: (1) Pensacola Junior College should make a strong commitment to education for this adult group; (2 The Adult Basic Education Department should expand its operations; (3) An attempt should be made to discover who provides local leadership in each neighborhood area and to invite these leaders to assist in making program decisions and in securing and motivating students; (4) An instructor-coordinator should be assigned to each region to facilitate program coordination; (5) New and expanded approaches to provide space for education should be implemented, such as mobile classrooms, and rooms in churches, or homes. (Author/AH)

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A STUDY TO DETERMINE THE EDUCATIONAL NEEDS OF ADULTS IN THE REGIONAL COMMUNITY SERVED BY PENSACOLA JUNIOR COLLEGE

by

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and

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PENSACOLA JUNIOR COLLEGE

A Practicum Presented to Nova University in Partial
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CHAPTER I

INTRODUCTION

> "Some societies need only a small number of highly educated persons in the economy and can provide the economic support for only a small proportion of the students to complete secondary or higher education. Under such conditions, much of the effort of the school and the external examining system is to find ways of rejecting the majority of students at various points in the education system and to discover the talented few who are to be given advanced educational opportunities. Such societies invest a great deal more in the prediction and selection of talent than in the development of such talent. The complexities of the skills required by the economy in the United States and in other highly developed nations mean that we can no longer operate on the assumption that completion of secondary and advanced education is for the few. Whatever might have been the case previously, highly developed nations must seek to find ways to increase the proportions of the age group that can successfully complete both secondary and higher education."

This thought from Benjamin S. Bloom (1963, p. 2) reflects the shift of thinking of many in post-secondary education, especially in the community college movement.

Roueche (1972, p. 1) emphasized that post-secondary education is a necessity, not a luxury, and that the community college offers the best hope for meeting this educational need.

One of the major problems in getting more people in the community involved in the programs of the community college is the fact that the people who have the greatest need for education usually have the greatest difficulty in acquiring this

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education. The reasons for this difficulty may vary from community to community, but the primary reasons for this problem in the Pensacola Junior College district seem to be that the potential student cannot get to the campus for these reasons: many cannot financially afford the fees of the programs; many lack an educational level requisite to most of the post-secondary programs; and finally, many do not see any personal advantage in furthering their education. It is important to know where the students live who fall into the problem categories listed and to determine what is already being done to assist in their educational development. Once this information is secured, a plan may be developed and implemented to move toward the elimination of this educational problem.

There are a number of significant aspects to the problem of under-education and under-employment. Since census data show a higher unemployment rate in areas where there are more adults over 25 years of age with less than an eighth grade education, this study will focus on this group. For purposes of this study, adults over 25 years of age with less than an eighth grade education will be referred to as under-educated adults.

Pensacola Junior College retains the responsibility for providing education for these adults in Escambia County, Florida. Although the junior college district also encompasses Santa Rosa County, the Santa Rosa County School Board has historically retained the responsibility for adult education in that county. This study examined the educational needs of adults in both counties and developed recommendations to meet those needs.

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Specifically, the purposes of this study were to:

1) Survey the college community comprising the Pensacola Junior College district in the areas of race, age, economic level, employment, and educational level.

2) Define educational needs discovered in this community survey.

3) Show the number and location of under-educated adults - those adults with less than an eighth grade education.

4) Define the current Pensacola Junior College and Santa Rosa County School Board efforts in attempting to meet those needs.

5) Develop proposals for appropriate action by Pensacola Junior College and Santa Rosa County School Board to meet the educational needs of those under-educated adults.

The findings presented in this study will be used to encourage more Pensacola Junior College involvement in taking education to the people who need it most and are less able to acquire it. This study also forms the basis for a follow-up study to outline a restructuring of organization and curricula to meet those educational needs revealed by this study.

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CHAPTER II

BACKGROUND AND SIGNIFICANCE

Pensacola Junior College was founded in 1947 for the express purpose of providing two years of college education for local high school graduates. Since that beginning, the educational philosophy of the school has been evolving toward a more extensive community service involvement. In 1964, Pensacola Junior College added the Center for Adult Studies, and has continued to become more involved in community affairs and education in a number of non-traditional areas. However, much of the emphasis at Pensacola Junior College, especially in the area of resource allocation and organizational structure, is still on the main campus and is far too academic for many people in the community.

In discussing community education, Dr. Clyde M. Campbell (1971, p. 32) has stated that 50% of the people are not able to earn an adequate income because they are not able to read the material that their job requires. He further stated that the vast majority of colleges and universities are only involved in offering courses on campus and are not involved in the community. They do not help citizens to function in the community, and thereby, make the community a better place to live, and they do not help the community contribute to the education of its citizens. The members of the community who need education most are

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least likely to go to a college campus, at least until they achieve a minimum of education and their fears are reduced.

Concerning community college philosophy, Ervin L. Harlacher (1969, pp. 3-4) stated that the community college campus encompasses the length and the breadth of the college district and that the total population of the district is its student body. This philosophy makes it possible for the community college, in a massive and non-traditional way, to broaden the base for higher education by taking the college to the people and to free itself from the traditional image of the American college and university which sees college primarily as an institution concerned with educating youth. Harlacher (1969, p. 11) further reported that while the community college provides community service through many of its regular programs and activities, including the development of curricula based on identified community needs, an increasing number of colleges are coming to realize the necessity for developing programs specifically directed toward providing educational, cultural, and recreational services for their communities.

John E. Roueche (1972, p. 3) has stated that the strength of the community college is in its ability to provide education that is responsive to local needs. In order to exercise this ability, the college must know and understand those needs. Gleazer (1973, p. 216) also emphasized that the prerequisite of the community college is knowledge of the area which it serves. Armed with this understanding of local community needs, the college can adjust its policies, administration, and cur-

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ricula to meet the real and changing needs of the community.

Adults with less than eight years of education are especially handicapped. The members of this group are more likely to have a low self-concept and be less willing to seek education for themselves. This group is also more likely to have a high rate of unemployment or a very low salary level. This is the group of adults who needs education the most, but is less likely to get it because of the reasons outlined earlier. Therefore, the major purpose of this study was to show the number and location of these adults, to assess the present involvement of Pensacola Junior College and Santa Rosa County School Board in meeting community educational needs, and to make recommendations which would bring more education to more people.

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CHAPTER III

PROCEDURES

The information sources researched to survey the community were the Regional Economic Analysis of the Pensacola Standard Metropolitan Statistical Area (1973), the Pensacola SMSA Neighborhood Analysis (1973), and the Bureau of Census information from the 1970 census. Information concerning race, income level, age, employment status, and education was identified for each census tract division and listed with a map with that division. (See Appendix B).

Information concerning Pensacola Junior College's involvement in each of these census areas was secured by interviewing college administrators and faculty members responsible for conducting education in the community. The majority of the programs offered by Pensacola Junior College in this community are offered by the Adult Basic Education Department. Information for Santa Rosa County's effort in this area was obtained from Mr. John Temple, Director of Adult and Vocational Education for Santa Rosa County. (See Appendix A, Figure 2).

Conclusions were then developed and presented with recommendations to the Pensacola Junior College administration and the Santa Rosa County School Board concerning curriculum and organizational changes which will better meet the community's educational needs.

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CHAPTER IV

RESULTS OF THE STUDY

This study found that of the 274,289 people in the Pensacola SMSA in 1973, 134,402 of these, or 49%, were adults over 25 years of age and of this age group, 57,955 had less than an eighth grade education. This means that 43% of the adults over age 25 have less than an eighth grade education. Appendix A, Figure 1 shows the census tract educational data to support these findings.

This study found that there were only 1,323 of these under-educated adults enrolled in Adult Basic Education courses. This is only 2.2% of the total who lack an eighth grade education. Appendix A, Figure 2 shows the name, location, program type, and enrollment of Adult Basic Education programs of Pensacola Junior College and the Santa Rosa County School Board. These are the only two organizations offering Adult Basic Education in the Pensacola SMSA. Appendix A, Figures 3 and 4 show maps of the Pensacola SMSA district with the location of each Adult Basic Education Center indicated by the center number.

Pensacola Urban Area

The greatest concentration of under-educated adults is in the Pensacola urban area where 34,275 under-educated adults reside. In this urban area 59% of the entire population of adults have less than an eighth grade education. Although

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this area is receiving the most attention by Pensacola Junior College, the eighteen adult centers in this area have a total enrollment of only 354 students.

In the Pensacola urban area census tracts 3 and 21, which are adjacent, have a total of 2,974 under-educated adults; census tracts 9 and 10, which are adjacent, have a total of 2,169 under-educated adults; census tracts 17, 30, and 31, whic are adjacent, have a total of 3,507 under-educated adults. The is no adult center located in or available to either of these tracts of high concentration of under-educated adults. In census tracts 18, 19, and 20, which are adjacent, there is a total of 3,627 under-educated adults. Although one adult center is located in census tract 20, there are no students enrolled.

North Escambia County

In census tracts 39 and 40, there are 2,402 under-educated adults with one adult center which has only 34 students enrolle

Santa Rosa County

In Santa Rosa County, the responsibility for adult education lies with the Director of Adult and Vocational Education for the Santa Rosa County School system. Pensacola Junior College has only one adult center in Santa Rosa County, Number 27, at Whiting Field Naval Air Station; but this center is primarily for Navy personnel.

There are 8,422 under-educated adults in Santa Rosa County scattered in small communities throughout the county. The large concentrations are in census tracts 106, 107, and 108, which encompass 54% of these under-educated adults.

The four Adult Basic Education Centers in Santa Rosa County

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are centered around tract 106, which includes the town of Milton, the County Seat of Santa Rosa County. There is a total enrollment of only 40 under-educated adults in these four centers and this constitutes only .5% of the total number of potential students.

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CHAPTER V

RECOMMENDATIONS

The 25 year old and older adult with less than eight years of education offers a tremendous challenge to the educational institutions. Pensacola Junior College should increase emphasis on Adult Basic Education for the under-educated adult primarily for three reasons.

1) These adults need a higher level of education if they are to move into vocational programs to prepare for better jobs and to make greater contributions to society as productive citizens.

2) This vast number of potential students offers an opportunity for Pensacola Junior College to expand into this area at minimum expense compared to the revenue produced by adding these additional students.

3) Many students who benefit from the Adult Basic Education Program will be inclined to continue in Pensacola Junior College's academic and vocational programs, which will again benefit both the student and the college.

With a strong and positive commitment to education for this group, Pensacola Junior College can make a significant contribution to the student, his family, his neighborhood, the total community, and to the college.

The results of this study lead to the following recommendations:

1) The Pensacola Junior College should make a strong commitment to education for this adult group. This commitment should allow reasonable and rapid expansion of the Adult Basic Education

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Department. These off-campus faculty members and students should be regarded as equals to other faculty members and students of the college.

2) The Adult Basic Education Department should expand its operations into every area shown in this study that needs additional education, especially in census tracts 3, 9, 10, 17, 21, 30, 31, 39 and 40.

3) An attempt should be made to discover who provides local leadership in each neighborhood area and these leaders should be invited to assist in making program decisions and in securing and motivating students. Some of these leaders may become instructor-coordinators.

4) An instructor-coordinator should be assigned to each region to facilitate program coordination. Coordinators should be selected who will be completely acceptable to the potential students in each area even though most coordinators will probably not possess normal college academic qualifications.

5) New and expanded approaches to provide space for education should be implemented, such as: meeting with small groups in homes, using mobile classrooms, increasing the use of church facilities, and other innovative approaches.

Santa Rosa County

There is no concerted effort in Santa Rosa County toward the development of Adult Basic Education Programs. Pensacola Junior College should be invited to assume this responsibility or Santa Rosa County should emphasize this area of education.

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CHAPTER VI

SUMMARY STATEMENT

by

A. Douglas Worley

There are thousands of potential students which the community college is overlooking. These adult students need an education which is adequate to meet their personal needs and to prepare them for their occupational choices. The community college can move to meet the lifelong educational needs of these students by providing, first, basic education and, second, vocational programs to prepare them for better jobs.

It is historically clear that these under-educated adults will not normally seek out education for themselves, but must have the education brought to them and must be motivated to accept the educational opportunity. In clearly pointing out the vast potential in providing education for additional thousands of students, this study should encourage the administrators of Pensacola Junior College and the Santa Rosa County School System to move into this educational vacuum.

This study has collected, summarized, and presented meaningful information to make educators and community leaders aware of this significant community problem and of the educational opportunity and challenge. This challenge, if accepted, can place Pensacola Junior College in the leadership role as the community educational center to meet the needs of thousands of potential students that are now being neglected.

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SUMMARY STATEMENT

by

Polly Godwin Einbecker

Prior to this study, I was not aware of the large number of adults in the Pensacola Junior College district who have not completed above the eighth grade level. These adults must be reached with educational programs to help them to function better in society, not only in occupational areas, but also in developing a higher self-concept and a better understanding of the world around them.

The small number of off-campus enrollment reported in this study reveals that one of the major problems in reaching these 57,955 adults is that of motivating them to respond to the college's offer of education and to enroll in courses designed for them. When local neighborhood leaders and college administrators are convinced that meeting community educational needs is a joint responsibility and when they become actively involved in facilitating and supporting this effort as an educational priority, the programs can be successful in enrolling students. When the students are enrolled, the problem then becomes that of providing quality educational material to meet the individual needs of the students and motivate the students to learn.

This collection of data delineates current inadequacies in meeting community educational needs and suggests realistic responsibilities that Pensacola Junior College must assume to

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eliminate these inadequacies.

Pensacola Junior College is late in joining the community junior college movement so prevalent in other parts of the nation. Perhaps this study - a direct product of Nova University's assuming its responsibility to take education to the people - will provide the impetus that Pensacola Junior College needs to evaluate, redirect, and take education to our community's people.

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APPENDIX A

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FIGURE 1 EDUCATIONAL LEVEL ATTAINED BY ADULTS OVER TWENTY-FIVE YEARS OF AGE IN THE PENSACOLA JUNIOR COLLEGE DISTRICT (ESCAMBIA AND SANTA ROSA COUNTIES)

FIGURE 2 PENSACOLA JUNIOR COLLEGE OFF-CAMPUS ADULT EDUCATION CENTERS

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FIGURE 1

EDUCATIONAL LEVEL ATTAINED BY ADULTS
OVER TWENTY-FIVE YEARS OF AGE IN THE
PENSACOLA JUNIOR COLLEGE DISTRICT

(ESCAMBIA AND SANTA ROSA COUNTIES OF FLORIDA)

Census Tract	Below Eighth Grade	Completed Eighth Grade But Not High School	Completed High School But Not College
1	76	18	49
2	1283	308	541
3	1343	414	763
4	1746	293	610
5	559	96	413
6	1844	209	597
7	1076	235	255
8	1632	475	935
9	780	112	792
10	1389	154	1128
11	1473	137	1535
12	1287	333	1053
13	1230	202	1154
14	1440	293	961
15	1113	213	348
16	1251	134	287
17	1323	297	461
18	1673	386	471
19	947	313	431
20	1007	191	403
21	1631	360	1144
22	1502	254	1240
23	1844	253	1207
24	372	17	324
25	175	16	141
26	681	137	413
27	1027	234	567
28	1522	199	1370
29	1250	210	1144
30	1343	225	1367

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FIGURE 1 (Cont.)

Census Tract	Below Eighth Grade	Completed Eighth Grade But Not High School	Completed High School But Not College
31	841	110	1073
32	1734	207	1117
33	1707	469	1298
34	1036	216	766
35	2054	398	1533
36	2172	402	1444
37	929	186	591
38	849	220	345
39	1036	326	498
40	1339	241	458
101	710	174	330
102	920	245	632
103	294	52	226
104	525	130	387
105	674	115	649
106	1310	207	1169
107	1879	360	991
108	1339	231	893
109	771	70	756
TOTAL	57,955		

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FIGURE 2

PENSACOLA JUNIOR COLLEGE

OFF-CAMPUS ADULT EDUCATION CENTERS

Center Number	Center Name	Location	Program Type*	Feb. 1974 Enrollment
1	Beggs Educational Center	600 W. Strong St.	CEEL	18
			ABE	22
2	Bellview Middle School	Mobile Highway	ABE	15
			GED	37
3	Brentwood Elem. School	4829 N. Palafox	ABE	21
4	Brown-Barge Elem. School	254 Goulding	ABE	16
5	Brownsville Middle School	1800 N. Kirk		0
6	Carver Middle School	Century, FL	ABE	34
7	Dixon School	1201 N. H Street	ABE	22
8	Dorrie Miller Center	150 Crescent	CEEL	25
9	Escambia Road Camp	297-A St.	ABE	22
10	Headstart Center	1801 N. 6th Ave.	ABE	18
11	First Presbyterian Church	33 E. Gregory	CEEL	24
			VR	129
12	George Stone Voc-Tec Ctr.	Longleaf Drive	ABE	142
13	Goulding Elem. School	14 W. Cross	ABE	14
14	Olive Elem. School	Olive Manor	ABE	14
15	Pensacola Junior College	College Blvd.	GED	66
			NYC	4
			VR	61
			ABE	82
			EBH	12
			ESC	37

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FIGURE 2 (Cont)

16	Pensacola Naval Air Station	Navy Point	ABE PREP	25 35
17	Pollak Activity Center	1000 Fairfield Dr	EMH	34
18	Ransom Middle School	Muscogee Rd., Cantonment, FL	GED	21
19	Saufley Field	Saufley Field Rd.	PREP	23
20	Spencer Bibbs School	1900 N. Davis	ABE	20
21	St. Joseph School	209 S. Barcelona	ABE	17
22	U.S.O. Building	23 S. Spring	ABE	28
23	U.S.S. Lexington	Pensacola NAS	PREP	47
24	Univ. of West Florida	Alt. Hwy 90	ABE	15
25	Warrington Middle School	Old Corry Road	ABE	15
26	Wedgewood Middle School	3420 Pinestread	CEEL	28
27	Whiting Field	Milton, Florida	PREP	24
28	Escambia High School	1310 N. 65th St.	ABE	29
29	St. Anthony Church	1804 N. Davis	ABE	18
	TOTAL FEBRUARY 1974 ENROLLMENT			1,283

SANTA ROSA COUNTY

ADULT BASIC EDUCATION

Center	Center Name	Location	Program Type*	Feb. 1974 Enrollment
A	Hobbs School	Berryhill Rd.	ABE	8
B	East Milton School	Ward Basin Rd.	ABE	7
C	Milton High School	Stewart Street	ABE-ESC	10
D	T. R. Jackson School	623 Susan Street	ABE	15

FIGURE 2 (Cont)

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PROGRAM DEFINITIONS

ABE	Adult Basic Education K-8
CEEL	Consumer Education and Environmental Logic
GED	General Educational Development
VR	Vocational Rehabilitation (Pre-Vocational)
NYC	Neighborhood Youth Corps
EVH	Education for the Visually Handicapped
ESC	English as a Second Language
EMH	Education for the Mentally Handicapped
PREP	Pre-discharge Education Program (Project PREP)
EHH	Education for the Hearing Impaired

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